Utah CGP- Guidance Activities Results Report (Large Group) 2004-2005*

School: Rocky Mountain Middle School District: Wasatch School District

Counselor	Annette Probst and Allan Whitmore
Target Group	All sixth grade students
Curriculum and Materials	Bully/Harassment Cards and presentation. Assertiveness Cards and presentation. Handling Feelings Presentation. How to be Non-Verbal Communication Presentation. Harassment Survey and Results Follow-up. Building Empathy Presentation. Have appropriate body language Use a strong controlled tone of voice Use as "I" statement "I" don't like it when you call me names, "I" need you to STOP! ** If possible, use humor ***
Start Date/End Date	8/30/2004 to 5/13/2005
Process Data (# of students affected)	All 308 Sixth Grade Students were affected. There were nine counselor led classroom presentations in each of the 10 sixth grade classes = 90 classroom presentations dealing with bullying/harassment subjects.
Perception Data (Pre and posttest competency attainment or student data)**	A harassment survey was given to all sixth grade students at the end of November and first of December, here are some of the results of that survey. 93% of male students feel safe at RMMS. 98% of female students feel safe at RMMS. 92% of male students feel safe in their homeroom class. 85% of female students feel safe in their homeroom class. The Lunchroom is perceived as the safest area of the school. Students are more aware of when others bully them, than when they bully others. See attached harassment survey results. It is very informative and has a lot of information.
Results Data (How did the student change as a result of the lesson or activity)	Steve Sanderson, the assistant principal, reported that substantiated harassment reports were four times greater in the first semester than the second semester. He also stated there was only one male student who had more harassment issues in the second semester than in the first semester.
Implications (What does the data tell you? What can the student do with this now?)	According to the Process Data, sixth grade students should be able to identify what harassment is and how to assertively deal with it. Students should be more empathetic with each other. Students should have more coping skills when it comes to dealing with their own feelings. Students should be aware of how their nonverbal communication sends messages to others. According to the Perception Data, sixth grade students generally feel safe at RMMS. Males tend to harass by physical methods and female tend to use emotional methods. We know that students feel more safe where they



feel adults are watching like the classroom and lunchroom, and they feel less safe where there is less of an adult presence like the restroom and in the hallways. Students were presented with this data and they were made aware of it as well.

According to the results data, harassment decreased by 75% from 1st semester to 2nd semester. The decrease most likely can be explained by the harassment education that was given to the sixth graders **and** by the follow up consequences handed out to those who were doing the harassing. Emotional harassment, according to Mr. Sanderson was much harder to substantiate, therefore harassment was probably happening, but could not be proved. It is felt that emotional harassment happens more frequently than physical harassment.

Principal's Signature

<u>b-1-05</u> Date

Date of Staff Presentation 7005

Prepared By

*adapted from the ASCA Model: A Framework for School Counseling Programs

Utah CGP- Guidance Activities Action Plan (Large Group) 2004-2005*

School: Rocky Mountain Middle School

District: Wasatch School District

Target Group: Sixth Grade Students

Target Group selection is based upon the following data/information/ School improvement goals: School Improvement Goal #3—To enhance the community environment for students during the 2004-2005 school year the number of discipline referrals will be decreased by 25%. (Other community environment areas may include: attendance, tardiness, suspensions, classroom disruptions, academic learning time, etc.).

Intended Behavior	Reduce the number of bullying and harassment issues reported in the school.
	Increase assertiveness skills of the students to deal with bullying and harassment.
Identify the Utah CGP Student outcome for the Desired Result	Standards Draft
for Student Learning	PS:A Students will develop skills to understand and appreciate themselves and others.
	PS:B Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems.
	PS:C Student will develop the resiliency skills necessary for safety and survival.
Activity to be Delivered in What Manner?	Counselor classroom presentations
Resources/ Staff	Teachers should be present during counselor presentations.
Development	Classroom Presentation Schedules.
Needed.	Bullying/Harassment cards.
	Assertiveness cards
	Video: Gossiping, Taunting, Bullying: It's All Harassment.
	Harassment survey pre and posttests.
Evaluation Method	Compare office referrals from first semester to the office referrals in the second semester
(how do you measure results?)	Compare results of assertiveness pre and posttests
	Study and review results of the harassment survey pre and posttests
Start/End Dates	Start: September 2004.
	End: May 2005
Projected # of Students Impacted	295-310

Applilo Gelse
Principal's Signature

13 Oct 04

Date of Staff Presentation

Prepared By

^{*}adapted from the ASCA Model: A Framework for School Counseling Programs

Sixth Grade Harassment Survey 2004-2005

1.	I am: (A) Female	(B) Male					
2.	At Rocky Mountain Mid	dle School I fe	el:				
3.	(A) Mostly happy and (C) Unhappy and uns In my classes I feel:		30 100	Happy and safe Very unhappy and	nd ur	nsafe	
4.	(A) Very safe At my locker I feel:	(B) Safe	(C)	Sometimes Safe	÷	(D) Not safe	
5.	(A) Very safe Walking in the hallways			Sometimes Safe	e	(D) Not safe	
6.	(A) Very safe In the bathrooms I feel:	(B) Safe	(C)	Sometimes Safe		(D) Not safe	
7.	(A) Very safe During my lunch I feel:	(B) Safe	(C)	Sometimes Safe	;	(D) Not safe	
8.	(A) Very safe Before the tardy bell ring			Sometimes Safe I feel:	:	(D) Not safe	
9.	(A) Very safe After I am excused to ho	(B) Safe me from schoo	(C) HI fe	Sometimes Safe		(D) Not safe	
10.	(A) Very safe Walking or riding the b			Sometimes Safe school I feel:		(D) Not safe	
	How often have you teas	sed someone in	a m			(D) Not safe	
	every day (B) 1 or 2 times			mes a month	(D)	1 or 2 times a year	(E) neve
(A)	How often have you thrown every day (B) 1 or 2 times	a week (C) 1 o	r 2 ti		(D)	1 or 2 times a year	(E) never
	How often have you left		1970	(C)			
	every day (B) 1 or 2 times How often have you hit 1					1 or 2 times a year	(E) never
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All Females

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Cander RMMS Class Locker Halls Bathroom Lunch Before After Soing Hom Teased Threateney Left out Hit, kicked Run		В			3	21	6	43	6	43	5	36	7	50	5	36	4	29	5	36	3	21	1	7	0	0	0	0	0	0	0	0
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#2		-					0	0	0	0	1	7	2	14	0	0	0	0	1	7	0	0	7	50	3	21	3	21	7	50	3	21
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No. No. No. No. No. No. No. No.			Ger	nder	RM	IMS	Cla	ass	Loc	ker	Ha	alls	Bathr	rooms	Lu	nch	Be	fore	At	ter	Soing	Hom	Tea	sed	Threa	tene	Left	out	Hit, k	ticked	Rum	iors
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11 No. % No.	#5		1		2	2	3	3	4		5		6	3	7		8		9)	1()	1	1	12	2					15	
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B		В			7	64	4	36	3	27	5	45	4	36	3	27	7	64	6	55	3	27	2	18	1	9	1	9	2	18	1	9
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E 0 0 5 45 4 36 3 27 5		E																					0	0	5	45	4	36	3	27	5	45

		Ge	nder	RN	MS	CI	ass	Loc	ker	Ha	alls	Bathr	ooms	Lu	nch	Ве	fore	A	fter	Boing	Hom	Tea	sed	Threa	tene	Left	out	Hit, k	icked	Run	nors
			1		2		3		1		5	11	6	75	7		8		9	1	0	1	1	1	2	1	3	1	4	1	5
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13	Α	13	100	4	31	5	38	5	38	4	31	5	38	8	62	6	46	6	46	4	31	0	0	0	0	0	0	0	0	0	0
	В			9	69	5	38	4	31	5	38	4	31	3	23	3	23	5	38	6	46	3	23	0	0	0	0	0	0	0	0
	С			0	0	3	23	3	23	4	31	3	23	1	8	3	23	1	8	2	15	6	46	1	8	6	46	2	15	1	8
	D			0	0	0	0	1	8	0	0	1	8	1	8	1	8	1	8	1	8	2	15	3	28	2	15	7	54	5	38
	Е																					2	15	9	69	5	38	4	31	7	54
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	_	Gei	nder		IMS		ass	Loc		Ha	200000	Bathr			nch		fore		fter		Hom	Tea	sed	Γhrea	tene	Left	out	Hit, k	ickec	Rum	nors
#7			1		2		3	4		-	5	-	3	-	7		8	-	9	-	0	1			2	1		1	4	1	5
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	A B	14	100	9	64	13	93	9	64	8	57	6	43	11	79	9	64	10	71	7	50	2	14	1	7	0	0	1	7	0	0
	C			5	36	0	7	0	26	4	7	5	36	3	21	4	29	4	29	6	43	2	14	1	7	0	0	1	7	1	7
	D			0	0	0	0	1	7	0	0	3	21	0	0	0	7	0	0	1	7	5	36	2	14	6	43	3	21	4	29
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		Ger	nder	RM	MS	Cla	ass	Loc	ker	На	lls	Bathr	ooms	Lin	nch	Ret	fore	Δf	ter	oing	Hom	Tea	bos	Threa	tono	Left	out	Hit, k	ickoc	Rum	oro
#8			1		2		3	200		110		6			7		3		9		0	1		1.	_						
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	Α	11	100	5	45	6	55	4	36	1	9	2	18	2	18	4	36	8	73	5	45	1	9	0	0	0	0	0	0	0	0
	В			6	55	3	27	3	27	4	36	4	36	9	82	7	64	2	18	4	36	0	0	1	9	2	18	1	9	0	0
	С			0	0	2	18	1	9	5	45	3	27	0	0	0	0	1	9	1	9	3	27	0	0	4	36	0	0	3	27
	D			0	0		0	1	9	1	9	2	18	0	0	0	0	0	0	1	9	1	9	1	9	1	9	5	45	4	36
	E																					5	45	9	82	4	36	5	45	4	36
		Ger	nder	RM	MS	Cla	ass	Loc	ker	На	lls	Bathr	ooms	Lur	nch	Bef	ore	Af	ter	Going	Hom	Tea	sed	Threa	tened	Left	out	Hit, ki	cked	Rum	ors
#9			1	2	2	3	3	4		5	5	6	3	7	7	8	3	9	9	1	0	1	1	13	2	13	3	14	4	15	5
11		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Α	11	100	6	55	4	36	5	45	4	36	5	45	2	18	5	45	7	64	4	36	0	0	0	0	0	0	0	0	0	0
	В			4	36	4	36	3	27	1	9	5	45	5	45	4	36	2	18	5	45	2	18	2	18	2	18	1	9	2	18
	С			1	9	3	27	2	18	6	55	1	9	4	36	2	18	1	9	1	9	3	27	2	18	4	36	5	45	3	27
	D			0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	9	1	9	3	27	1	9	1	9	0	0	1	9
	Е																					3	27	6	55	4	36	5	45	5	45
		Ger	nder	RM	MS	Cla	ass	Loc	ker	На	lls	Bathro	ooms	Lur	nch	Bef	ore	Aft	ter	oing	Hom	Teas	sed	hreat	enec	Left	out I	∃it, ki	ckec	Rum	ors
#10			1	2	2	3	3	4		5		6		7	'	8	3	9	9	1()	11	1	12	2	13	3	14	1	15	;
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	Α	11	100	10	91	1	9	3	27	2	18	6	56	5	45	0	0	3	27	3	27	0	0	0	0	0	0	0	0	1	9
	В			1	9	9	82	6	56	7	64	3	27	5	45	8	73	5	45	6	56	2	18	0	0	1	9	0	0	_	18
	С			0	0	1	9	2	18	2	18	2	18	0	0	3	27	3	27	1	9	1	9	1	9	3	27	2	18	1	9
	D			0	0	0	0	0	0	0	0	0	0	1	9	0	0	0	0	0	0	2	18	2	18	2	18	3	27	1	9
	E																					5	45	/	64	4	36	5	45	6	56

All Males

	Ger	nder	RM	MS	Cla	ass	Loc	cker	Ha	alls	Bathr	ooms	Lui	nch	Bet	fore	Af	ter	Soing	Hom	Tea	sed	Threa	tene	Left	out	Hit, k	cicked	Run	nors
	1	1		2		3		4		5	(3		7		8	9	9	1	0	1	1	1	2	1	3	1	4	1	5
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A	110.	70	91	65	60	43	46	33	50	36	54	39	71	51	65	47	74	52	63	45	5	4	5	4	3	2	6	4	1	1
В	141		40	28	68	49	72	51	65	47	59	42	58	42	63	46	52	37	57	40	37	26	9	6	12	9	16	11	5	4
C			5	4	9	7	16	11	18	13	24	17	8	6	7	5	12	9	20	14	41	29	22	16	28	20	32	23	19	14
D			5	4	3	2	6	4	6	4	2	1	2	1	3	2	3	2	1	1	39	28	42	30	41	29	42	30	27	19
E	-																				19	13	62	44	56	40	44	31	87	63
_		Billercoll	141		140		140		139		139		139		138		141		141		141	-	140		140		140		139	111111111

	Ge	nder	RM	IMS	CI	ass	Loc	cker	Ha	alls	Bath	room	s Lu	nch	Ве	fore	A	fter	oing	Hom	Tea	ased	Threa	atene	Lef	ft out	Hit,	kicked	Ru	mors
		1	1	2		3		4		5		6		7		8		9	1	10	1	11	1	12		13	_	14	+	15
	No.	%	No.	%	No.	%	No.	%	No.	1 %	No.	1 %	No.	%	No.	%	No.	1 %	No.	1 %	No.	1 %	No.	%	No.	_	No.	-	No.	1 %
Α			7	54	6	46	5	38	3	23	4	31	9	69	5	38	8	62	8	62	2	15	1	8	1	8	1	8	0	0
В	13	100	5	38	6	46	7	54	6	46	7	54	3	23	8	62	3	23	3	23	2	15	1	8	0	0	1	8	0	0
C			1	8	0	0	0	0	4	31	2	15	1	8	0	0	2	15	2	15	2	15	0	0	0	0	0	0	1	8
D			0	0	0	0	1	8	0	0	0	0	0	0	0	0	0	0	0	0	4	31	4	31	4	31	4	31	1	8
Е																					3	23	7	54	7	54	6	46	10	77
	Ger	nder	RM	MS	CI	ass	Loc	cker	H	alls	Rath	rooms	1 111	nch	Re	fore	Δί	fter	hoing	Hom	Too	and	Chron	lano	Lof	a out	li tia	Lielen	D	
		1		2		3		4	_	5	-	6		7	1					Hom		sed	1	tened			1	kicked		nors
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Α	140.	70	6	66	3	33	2	% 22	No.	33	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.		No.	%
В	9	100	2	22	5	55	4	44			3	33	4	44	3	33	5	55	2	22	1	11	0	0	0	0	0	0	0	0
С	-	100	1	11	1	11	3	33	5	55	3	33	5	55	5	55	3	33	6	66	0	0	0	0	0	0	1	11	0	0
D			0	0	0	0	0		1		3	33	0	0	0	0	1	11	1	11	5	55	2	22	2	22	1	11	0	0
E	Section 8		U	U	U	U	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	11	5	55	4	44	4	44	3	33
																					2	22	2	22	3	33	3	33	6	66
	Ger	nder	RM	MS	Cla	ass	Loc	ker	На	alls	Bathr	rooms	Lur	nch	Bef	ore	Af	ter	Going	Hom	Tea	sed	Threa	tened	Left	t out	Hit, k	kicked	Run	nors
		1	2		3	3	4	1	5	5	(6	7	7	8	3	Ę	9	1	0	1	1	1:			13	_	14		5
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Α			9	69	5	38	3	23	3	23	5	38	5	38	6	46	4	31	5	38	1	8	1	8	1	8	1	8	1	8
В	13	100	3	23	7	54	8	62	8	62	5	38	8	62	7	54	8	62	6	46	5	38	0	0	0	0	3	23	0	0
С			0	0	1	8	2	15	2	15	3	23	0	0	0	0	1	8	2	15	3	23	2	15	5	38	3	23	1	8
D			1	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	23	4	31	3	23	4	31	2	15
E																					1	8	6	46	4	31	2	15	9	69
_	Gor	nder	RMI	MS	Clr	20	Lon																							
-	Gei	idei		VIO	Cla				Ua	11	- 41		1 000	1000000	77-6		A (1						-					ickad	D	nors
	73			1000				ker	Ha		Bathr		Lun		Bef		Aft	_	oing		Tea		Threat		Left	tout	Hit, k	ricket	Run	
	NIn I	07	2		3	3	4	1	5	5	6	6	7	·	8	3	9)	1(0	1	1	12	2	1:	3	1	14	Run 1:	5
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A			No.	% 79	No.	3 % 29	4 No. 5	% 36	No. 5	% 36	No. 7	6 % 50	7 No. 6	% 43	No. 5	% 36	9 No.	% 64	10 No.	0 % 43	1: No.	1 % 0	12 No.	2 % 0	1:	3	1	4 % 7	1:	5 % 0
В	No.	100	No. 11 2	% 79 14	No. 4	3 % 29 57	4 No. 5 6	% 36 43	No. 5	% 36 29	No. 7 5	6 % 50 36	7 No. 6 6	% 43 43	No. 5	36 57	No. 9	% 64 21	10 No.	0 % 43 50	No.	1 % 0 21	12 No.	2 % 0 0	No.	3 %	No.	4 %	No.	5 % 0 0
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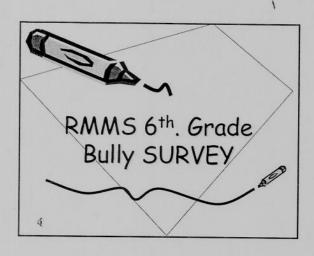
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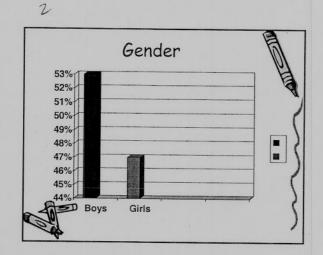
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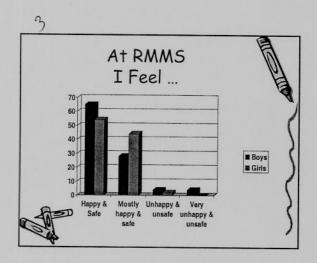
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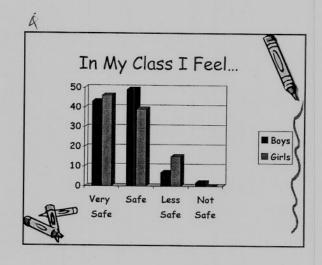
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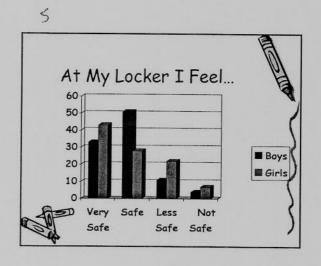
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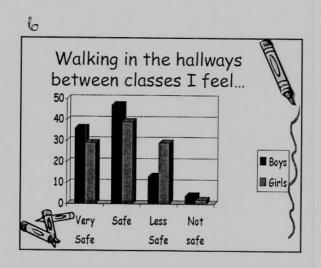


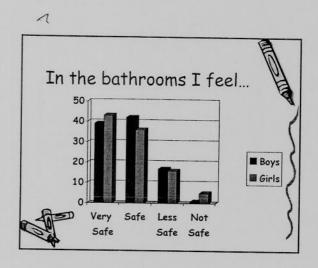


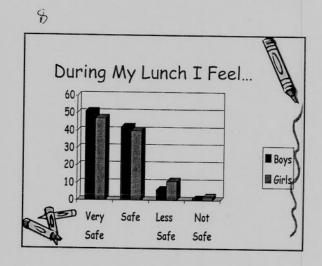


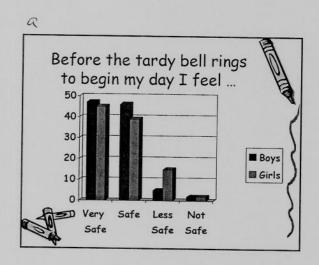


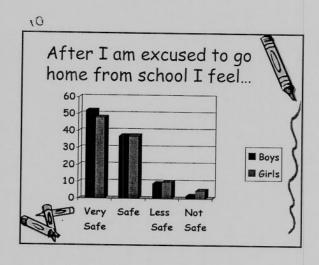


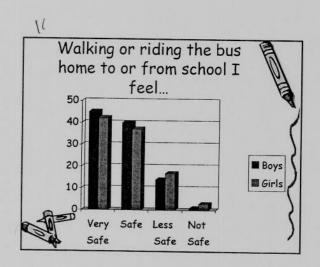


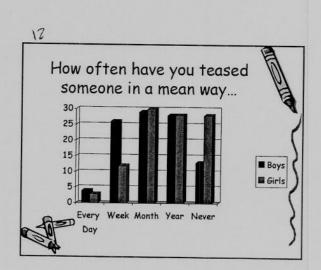


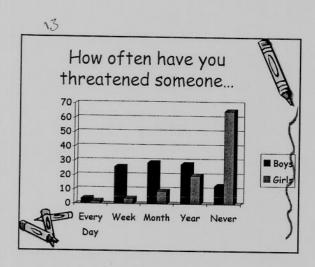


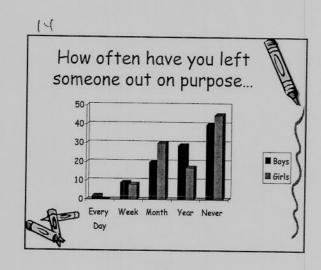


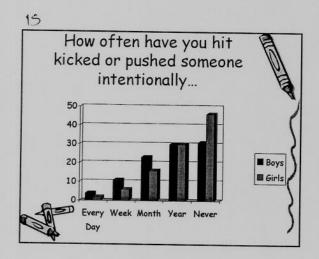


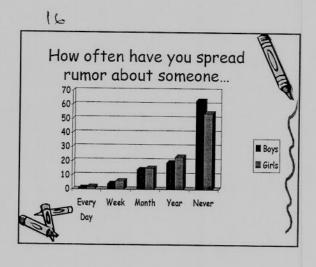


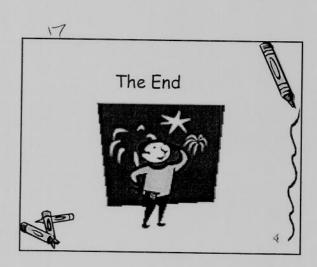












Utah CGP- Individual Planning: SEOP Closing the Gap Results Report 2003-2004*

School: Rocky Mountain Middle School District: Wasatch School District

Counselor	Annette Probst and Allan Whitmore
Target Group	20 seventh grade students who are considered "At-Risk", these students are not being served by Sp.Ed. or a 504.
Curriculum and Materials	The students were involved in a Study Skills Class, one period a day for 45 min. Teaching included: organization, being prepared, tracking weekly progress, making-up past assignments.
Start Date/End Date	Sept. 1, 2004 to May 26, 2005
Process Data (# of students affected)	We tracked 20 students weekly, checking on grades, attendance, and provided individual counseling for those who requested services, we kept were up to date on their individual family situation. Comparing 1 st term grades to 3 rd and 4 th term grades. Also, 2004 Core Test results to 2005 Core Test results. We also sat in on teacher's team meeting in order to gain teachers reports and progress on these students.
Perception Data (Pre and posttest competency attainment or student data)**	We felt that by providing resources for these "At-Risk" students would increase test scores, improve academic performance, and thus provide students with a sense of success and accomplishment. Once these resources were implemented and the tracking began, students were excited and eager to do well. We found that 1 st term went well. Also, not all students started out in a study skills class. Some were placed there after grades and momentum started to decline. Students, for the most part, felt good about their accomplishments, all of the students had on going family issues, which causes a variation in their school performance and especially in their attendance.
Results Data (How did the student change as a result of the lesson or activity)	1 st term students started off well, absents were low, motivation was high. 3 rd term 45% of the target students grades had dropped, and absents had increased. 4 th term 75% of the target students grades had increased and absents had decreased. 4 th term 95% of the target students were involved in a study skills class. The target students Utah State Core Test resulted showed that 14 out of the 20 students, or 70%, tests scores went up. Of the 6 students whose scores went down, 4 of those students had excessive absences/tardies.
Implications (What do the data tell you?)	Through the Study Skills Class the Students learned better study habits, and relied on tracking their progress. "AT-Risk" students need continued support and tracking. A student's attendance reflects on the student's performance. Poor attendance, poor test score, poor academics. Family problems, and family issues, contribute to the students' performance in school.

Principal's Signature

Name	1 st	3 rd	4 th	Study	Absence	Core	Core
	term	term	term	skills	(periods)	Test 6 th	Test 7 th
(interpretational)	3.428	2.667	3.333	Y	167	60%	57%
LEBERTAL PROPERTY.	2.000	2.231	2.923	Y	91	n/a	84%
NAME OF THE PARTY	2.809	1.619	1.952	Y	315	70%	54%
ings in the	2.523	2.952	2.714	Y	330	65%	60%
triby harry	3.500	2.952	1.666	Y	255	50%	71%
	2.944	3.000	3.238	Y	116	43%	58%
THE PROPERTY.	2.952	1.762	1.476	Y	126	75%	77%
HARMAN	2.333	1.833	2.722	Y	325	51%	60%
White the same	1.307	3.000	3.444	Y	120	70%	73%
	1.809	2.278	2.722	Y	366	75%	84%
EASTER STATE	2.888	2.428	3.111	Y	104	40%	63%
Accordances	2.047	1.762	1.952	N	276	49%	N/A
A CHARLEST AND A CHAR	1.500	1.762	1.388	Y	144	70%	84%
	1.666	2.666	3.400	Y	416	n/a	83%
	3.047	2.809	3.238	Y	366	91%	89%
RASIDING	2.619	2.047	2.523	Y	149	73%	89%
THE REAL PROPERTY.	2.222	1.541	1.625	Y	89	74%	73%
	3.611	3.047	3.238	Y	75	54%	58%
TE STREET	2.905	3.047	2.095	Y	123	36%	50%
	2.944	3.143	3.190	Y	190	55%	74%

Utah CGP- Closing the Gap Action Plan (Small Group) 2004-2005*

School: Rocky Mountain Middle School District: Wasatch School District

Target Group: 7th Grade At risk students (targeting students not being served by 504 or Special Education).

Target Group selection is based upon the following data/information/ School improvement goals:

School Improvement Goal #1-2—1. The percentage of students in the Mastery and Near Mastery levels of proficiency in Language Arts and General Math will increase by 3 % or be equal to the state percentage of students in the Mastery and Near mastery levels of proficiency at the end of the 2004-2005 school year. The increase will be assessed by the End of Level CRT State Test in those subject area.

Intended Behavior	To help provide support and service to students who are having difficulties in school due to low school performance, poor attendance, and stressful family issues. To improve students academic performance and test scores. To provide students with a sense of success and accomplishment.
Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Standard-DRAFT AL:A Students will acquire the attitudes, knowledge and skill that contribute to effective learning in school and across the life span. LC:C Student will use strategies to achieve future life/career goals. PS:B Students will identify and utilize processes to set and achieve goals, ale decisions, and solve problems. PS:C Student will develop the resiliency skills necessary for safety and survival.
Activity to be Delivered in What Manner?	Gathering data selecting target students. Meeting with individual students to discuss problems and solutions. Placement in Study Skills Class. Conference with parents and teachers Reviewing what services are needed for each student. Evaluate if Sp.Ed. testing or a 504 placement may benefit the student. Tracking Team meetings to discuss the students performance and progress.
Resources/ Staff Development Needed.	1. Guidance Counselors 2. Study Skills Teachers 3. Special Education Teachers 4. Teacher's tracking students 5. Parents
Evaluation Method (how do you measure results?)	Tracking Comparing last years 4 th term grades to this years 1 st term grades Core testing results—2005 Teacher Reports Student Reports
Start/End Dates	Start: Sept. 2004. End: May 2005 Tracking throughout school year
Projected # of Students Impacted	20 to 30 students

Thelila Muse
Principal's Signature

13 Oct 04

Date of Staff Presentation

(Prepared By

Utah CGP-Guidance Activities Result 'eport (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Way U Mt. Trunk High District 1/10/2016/20

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
All	All ata Graders	a Zero do fer you you	Det 36 Oct 36	All other graders		Prior to intervention, 15% of all assignment only 10% of assignments not turned	presentation helped to students understand how 0's
				- 1.0.0% 1.0.30%		After inkered only 10% 8 assignments not turned in a	ition, or gradic

Principal's Signature

Date

Date of Staff Presentation

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Prepared By

^{**}Include actual numbers and attach data, examples and documentation

Utah CGP- Closing the Gap Results eport (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
AU	Low achieving achieving students as demonstrated by GPA	N/A ,	Jan 2005- May 2005	17		2nd Term 6PA = .63 8th term GPA = 1.107 Uto Ferm 6PA = 1.44	Meeting with low- achieving Students in helpful, bout not enough

Principal's Signature

Date *adapted from the ASCA National Model: A Framework for School Counseling Programs

Date of Staff Presentation

Prepared By

^{**}Include actual numbers supporting conclusions and attach data, examples and documentation